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ABSTRACT

The purpose of this guide is to help those who are planning implementation grants for funding through the School-to-Work Opportunities Act (STWOA) and for local districts who are planning for implementation of school-to-work transition programs. It is a program guide designed to provide a framework through which each state or district might plan to address the career development needs identified in the Act. It also demonstrates how existing resources, both organizational and material, form a framework to support career development planning and implementation. Chapters include: (1) Why Should We Have a Comprehensive Career Development Program? (2) What Is Career Development? (3) What Are the National, State, and Local Roles in Career Development? (4) How Do We Design a Comprehensive Career Guidance and Counseling Program? (5) What Are Some Best Practices at Each Level? (6) What Are Issues to Consider in Planning?; (7) Selected Resources, Products, and Training and How They Relate to Career Development Needs; and (8) Organizations That May Be Helpful to You. Appendices are: (1) Selected Text of School-to-Work Opportunities Act; (2) An Action Plan: Developing a Comprehensive Developmental Career Guidance Program That Meets the Needs of School-to-Work Transition Initiatives; (3) State Occupational Information Coordinating Committee Addresses and Telephone Numbers; and (4) Career Guidance and Counseling Program Information: OVAE. (JBJ)

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PROGRAM GUIDE

Planning to Meet Career Development Needs

School-to-Work Transition Programs

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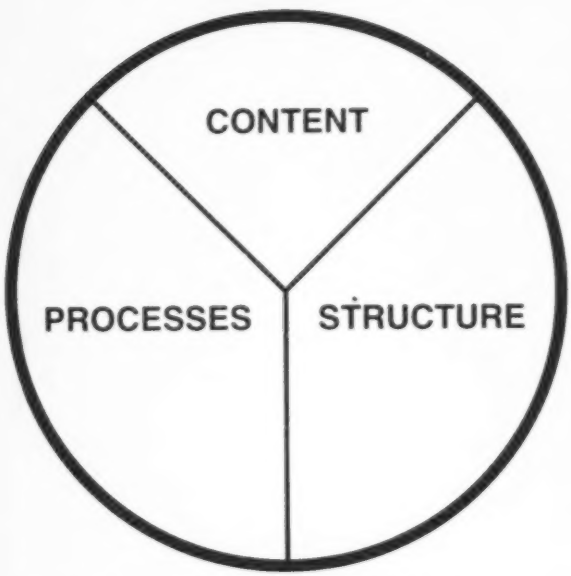

National Occupational Information Coordinating Committee (NOICC)
Second Edition

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PROGRAM GUIDE

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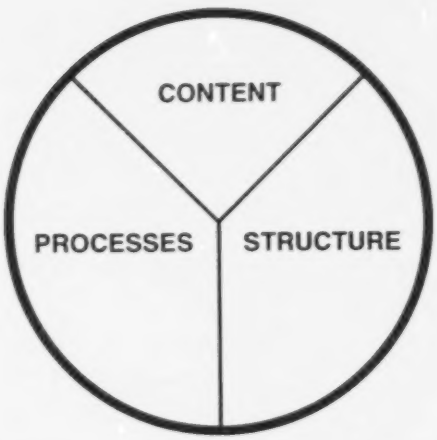

National Occupational Information Coordinating Committee (NOICC)

Second Edition
October 1995

FOREWORD

I am pleased to make available the second edition of the ***Program Guide – Planning to Meet Career Development Needs: School-to-Work Transition Programs***. This brief ***Guide*** is intended to help States integrate career development as a fundamental part of the school-to-work transition effort. The second edition of the ***Guide*** has been revised to reflect experiences in school-to-work transition and changes to career development products since publication of the first edition in March 1994.

There is strong, public consensus that economic success, both for our nation and for each of us as individuals, rests in large part on our ability to educate all citizens and to prepare them for a dynamic workplace that demands ever increasing and changing skills. Lifelong learning has taken on a new significance, no longer can it be the purview of a few, but it must become the prerogative of the many. Education is not a one-time facet of our life but a continuum that helps us take advantage of the opportunities in this new workplace and to adapt to the changing skill needs.

The public clearly recognizes this need, as reflected in the ***1993 National Survey of Working America***, conducted by the Gallup Poll for NOICC and the National Career Development Association, in October 1993. In general, the majority of adult respondents indicated that they felt high schools are not doing a sufficiently good job in preparing students for the workplace, in providing occupational information, and in helping them choose careers. This is not an indictment of the high schools, in my belief, but rather reflects a growing interest and understanding by the American public of the need to better tie education to our work-lives. Our expectations are changing -- the American public wants us to pay more attention to assisting students make the transition from school to the workplace, and they are right! More detailed findings from this survey may be found in ***Learning to Work: The NCAA Gallup Survey***, published by the National Career Development Association in 1995.

Ultimately each of us is responsible for our own futures. The real goal of school-to-work efforts must be to provide the opportunity and resources for each person to move from dependence to independence. Career development must play a key role in this process, and the legislation clearly recognizes its significance. As highlighted in this ***Guide***, there are a number of career development and career information resources and tools that are linked together to support a systematic career development program. These tools are available and can be adapted by each State and local jurisdiction to meet their needs. This ***Guide*** is not intended to provide a detailed "how-to" process. It provides the framework for a career development program to be included in State and local area school-to-work plans and grant applications. However, the resources listed and described in this ***Guide*** do provide the details for actually implementing a comprehensive career development program.

My sincerest appreciation goes to the author of this ***Guide***, Nancy Perry. Thanks also go to the many individuals, unnamed here, who reviewed the earlier draft of the ***Guide***. Your insightful comments helped immensely in finalizing the ***Guide***. I also would like to thank Jim Woods of NOICC, under whose direction this ***Guide*** was completed.

JULIETTE N. LESTER
August, 1995

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WHAT IS THE PURPOSE OF THIS GUIDE?

The purpose of this guide is to help those who are planning implementation grants for funding through the School-to-Work Opportunities Act (STWOA) and for local districts who are planning for implementation of school-to-work transition programs. It is anticipated that this will include State Planning Teams representing both the education and labor sides of government as well as the private sector of business and industry. This is a program guide designed to provide a framework through which each state or district might plan to address the career development needs identified in the Act. This guide also demonstrates how existing resources, both organizational and material, form a framework to support career development planning and implementation.

> *That the Challenge for this nation is to create a comprehensive system for helping American youth make a smooth transition from high school to productive, skilled employment and further learning. . .*
>
> *Underlying Tenet: School-to-Work Transition Programs*

To be effective, school-to-work transition plans must focus on the student who is deciding which educational and career path he/she will follow. The School-to-Work Opportunities Act acknowledges the importance of career development throughout its text. The *School-Based Learning Component* specifically calls for career awareness and career exploration and counseling. It also implies a previous involvement in career decision-making by the student by requiring "the initial selection by interested students of a career major not later than the beginning of the 11th grade." The *Connecting Activities Component* states that programs must provide for technical assistance in the design of counseling and case management services and in the training of teachers, workplace mentors, school-site mentors, and counselors. *Title II: School to Work Opportunities System Development and Implementation Grants to States* highlights the training and technical assistance to staff and asks states to describe strategies and methodologies for expanding and improving career and academic counseling in the elementary and secondary grades, which may include linkages to career counseling and labor market information services outside of the school system. Partnerships between schools and employers, academic and vocational education, secondary and postsecondary institutions, and schools and community/state agencies form the foundation for the program activities. This includes all young people -- in school, out-of-school, at-risk, and disadvantaged -- and the institutions which serve them. The clear expectation throughout the Act is that career development shall be a systemic process integrated into the educational program from the elementary level through the placement of the student into employment. (The text of the career development portions of the Act may be found in **Appendix A.**)

"If there is a key to forging the connection between school and work, it lies in providing career counseling throughout the school years." (U.S. Ed, OVAE, 1992)

The National Occupational Information Coordinating Committee (NOICC), a Federal interagency committee established by Congress, and your State Occupational Information Coordinating Committees (SOICCs) are ready to assist you in the important task of preparing your young people for their future work life.

WHY SHOULD WE HAVE A COMPREHENSIVE CAREER DEVELOPMENT PROGRAM?

Even if there were no School-to-Work Opportunities Act, and school-to-work transition programs were but a concept, it would be difficult to ignore the needs of students as they prepare for their futures. We can no longer afford to educate today's students for tomorrow's world in yesterday's schools. Our country, as well as the individual, will pay a heavy economic price if our schools do not provide for the acquisition of strong academic and workplace skills which will allow our future workforce to be competitive in a global economy. The basis for choosing a specific path involves a series of educational and career decisions at critical points as the student moves from dependence to independence. The ultimate goal of a career guidance program is to provide individuals with the knowledge and skills needed to develop realistic career plans and to make the appropriate decisions to carry out these plans.

The facts are documented in numerous reports from both governmental and private sources. The House Report on the School-to-Work Opportunities Act noted:

- Seventy-five percent of America's young people do not achieve a college degree. Many of these young people are not equipped with the basic academic and occupational skills needed in an increasingly complex labor market. The low-skill, high-paying manufacturing jobs that once provided decent employment for relatively unskilled Americans no longer exist. Therefore, many high school graduates do not find stable, career-track jobs for five to ten years after graduation.

- Young Americans entering the workforce after high school make their way through school and into their first jobs with little guidance, direction, or support. Instead of following structured career paths that provide a basis for rigorous, meaningful secondary and postsecondary education, students frequently wander aimlessly through an unchallenging, disjoined curriculum.

- Although an initial selection of a career major must be made no later than the 11th grade, the Committee believes career awareness and exploration must begin much earlier in the elementary school years, but no later than the middle school years, where at all possible. The selection of a career major may be made earlier and School-to-Work Opportunities funds may be used to provide services to students prior to the 11th grade.

This judgment is validated by the American public in the *1993 Gallup Poll: National Survey of Working America*. In a speech noting the significant findings for career development in this survey, Juliette N. Lester, Executive Director of NOICC, stated:

> More than half of all adults said high schools are not doing enough to help students -- and particularly those who are not going to college -- with:
>
> choosing careers
> developing job skills
> developing job-finding skills
> job placement
>
> In fact, in most of these categories, the percentages of adults who said high schools were not doing enough were well above 50 percent. I think these data are a reflection of changing educational needs and a subsequent change in public expectations of the role schools play in addressing those needs. People know the labor market is changing and that many of our youth are having trouble finding a niche in it. They see high schools as a logical source of help and expect them to provide it. One way schools can help is by integrating career development into the education process. That can have lasting benefits for all students -- not just while they are in school but throughout their lives. (Lester, 1994)

WHAT IS CAREER DEVELOPMENT?

Career is more than one's current job or occupation. Super (1976) defines career as "the sequence of occupations and other life roles which combine to express one's commitment to work in his or her total pattern of self-development."

The terms *career development*, *career guidance*, and *career counseling* are often used interchangeably. While they are closely related, there are critical differences among them. (U.S. DOL, ETA, 1993)

- **Career development** is the most inclusive term. It refers not to an intervention but to the object of intervention. It is the process by which one develops and refines self- and career-identity, work maturity, and the ability to plan. It represents, then, all the career-related choices and outcomes through which every person must pass (Herr and Cramer, 1992). Indeed, career development is generally conceived as "a lifelong process through which individuals come to understand themselves as they relate to the world of work and their role in it." (NOICC)

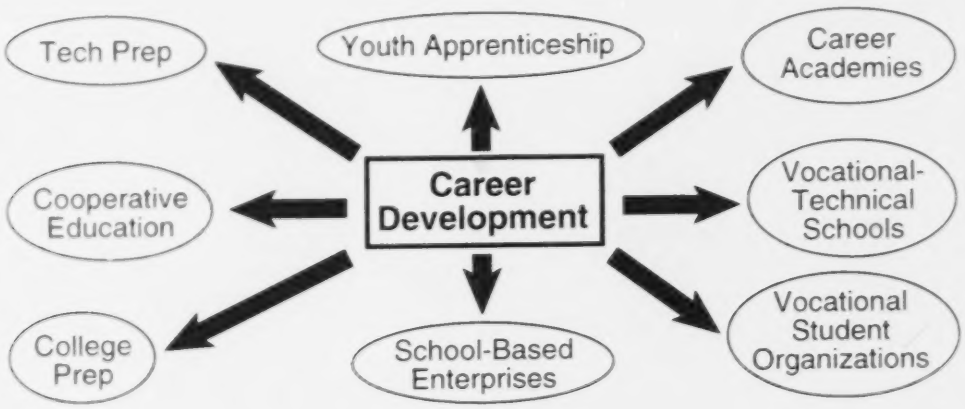
- **Career guidance**, on the other hand, is an intervention. Intended to assist individuals to manage their career development (Herr, 1979), career guidance is a systemic program of counselor-coordinated information and experiences (Herr and Cramer, 1992). The Commission on Pre-College Guidance and Counseling (1986) describes it in these terms:

  > Guidance consists of support services to help students gain understanding of their social, intellectual, and emotional development; become knowledgeable about educational, occupational, and social opportunities; learn decision-making and planning skills; and combine these insights into personal plans of action.

- **Career counseling** is primarily the communication that takes place between counseling professionals and their clients concerning issues of preferences, competency, achievement, self-esteem and the array of factors that facilitate or inhibit personal planning. This may include but is greater than job counseling.

- **Career education** is a term widely used in the 1970's which conceptually is very close to the comprehensive career guidance definition. In an operational sense, career education programs tend to place a considerably greater emphasis on the teaching/learning process than do most comprehensive career guidance programs. Finally, the key persons needed for success in career education are classroom teachers whereas, in career guidance, the school counselor is the key person. (Hoyt, 1994)

The definitions of career development-related terms used in the School-to-Work Opportunities Act are included in the text in **Appendix A**.



WHAT ARE THE NATIONAL, STATE, AND LOCAL ROLES IN CAREER DEVELOPMENT?

Career development is a comprehensive, developmental, systematic, and sequential process that should be available to all youth and adults throughout the life span. The National Career Development Guidelines initiative, sponsored by NOICC, was a collaborative effort of the leading professional career counseling and development organizations to establish national guidelines that state and local organizations can use to strengthen and improve career guidance and counseling programs and enhance individual competence. The guidelines, tested through state and local demonstration models, are currently used in more than 40 states as part of a comprehensive state career development strategy. The following information is based on this nationally validated model.

The National Career Development Guidelines are statements of desired individual competencies, organizational capabilities, and personnel requirements that provide the criteria for a comprehensive career guidance and counseling program. Standards based on these guidelines will define an acceptable level or rate of performance and the criteria against which the adequacy and effectiveness of programs can be judged. The development of state and local standards then becomes the stimulus for program improvement.

Career guidance programs address three broad competency areas involved in the career development process. They are:

1. Self-knowledge and self-awareness: conscious examination of personal values, interests, and goals;

2. Educational and occupational exploration: presentation and integration of information and experience; and

3. Decision-making and career planning: understanding the interrelations between the self and the world, and developing skills to make realistic choices and rational decisions.

National, State, and Local Roles:

- **National Role:** Congress, the Administration, federal agencies, and national organizations such as the National Governors' Association, have heeded the warning bells and have responded with leadership in several areas. Perkins and the School-to-Work Opportunities Act are two examples of legislation which enable states to set policy and provide programs to prepare our young people for work. The U.S. Departments of Education and Labor have been collaborating on ways to provide technical assistance and resources to states as they design appropriate programs. Concurrently, grants have been awarded to groups responsible for setting national industrial skills standards and educational standards. National accreditation and certification groups have responded to the call for accountability. Never before has there been such a concern shared by such diverse groups. The result is a national movement to change the way our young people are educated and prepared for their future. The school-to-work transition programs are a first step in redefining our educational paradigm.

- **State Role**: The State can take the federal legislation and policies and plan how such a system will operate in their state. Through School-to-Work Opportunities Development Grants, every state that submitted a plan for developing a school-to-work transition system has been awarded funds to do so. The School-to-Work Implementation Grants will initially be awarded to only a few states and local districts. However, it is assumed that states are going forward with plans, with or without federal funding, because a recent study indicates that approximately 23 percent of all public and private secondary schools already have some school-to-work transition program and another 40 percent are partially implemented. (Educational Research Service, 1993).

  Integrating career development into the school-to-work transition plans impacts many areas of state responsibility such as accreditation, certification, licensure, legislation and policy, leadership, public awareness, training/technical assistance, and the provision of resources. Once a desired outcome for school-to-work transition programs is articulated, planners must consider possible changes in each of these areas in order to achieve the outcome. The next step is in setting standards by which such outcomes may be measured. Standards-setting is a comprehensive process that requires state-level leadership such as developing state-level guidelines and standards for career development programs, increasing awareness of these standards and guidelines through statewide dissemination activities, providing training and technical assistance to local programs to support implementation of the state guidelines or standards, and developing evidence to support the need for and benefits of career development programs.

Another important component of the State role is developing and delivering occupational and career information to support career development. Automated career information delivery systems (CIDS), career tabloids, and other resources must be available to support local implementation efforts. The goals of career development cannot be realized without adequate and appropriate information to assist individuals in planning their careers and appropriate educational preparation for such careers. The SOICC is an important resource to support these efforts and to assist in State STWO planning. The Labor Market Information (LMI) Division, in each State Employment Security Agency, is the key unit responsible for developing much of the labor market information in a State, including occupational outlook information. Providing adequate support for LMI in each State must be considered in the planning process, as well, if the information is to be available in local schools.

While this guide focuses on career development, the STWO Act calls for the State to develop "a system for labor market analysis and strategic planning for local targeting of industry sectors or broad occupational clusters." This reinforces the need for the State to support a strong information program through State LMI Divisions and SOICCs. It also, encourages States to support local area use of information to plan program offerings based on workplace and labor market needs.

- **Local Role**: The ultimate responsibility for implementing a comprehensive career development program lies at the local level. Career development plays a key role in an institution's comprehensive educational program. As such, it has unique goals and requires specific organizational capabilities, program structure and processes, and staff expertise. The School-to-Work Opportunities Act promotes systemic change. The counselor's role becomes one of a change agent, not only for students but for the system as well. The resulting integrated career guidance and counseling program:

  - Is identifiable but integrated with other programs within the institution.
  - Enhances the career development knowledge, skills, and abilities of all students by establishing program standards.
  - Uses coordinated activities designed to support student achievement of the standards.
  - Supports the delivery of the program through qualified leadership; diversified staffing; adequate facilities, materials and financial resources; and effective management.
  - Is accountable, with evaluation based on program effectiveness in supporting student achievement of the career guidance and counseling standards.

An additional aspect of the local role is to support career information delivery in each school. Automated career information delivery systems (CIDS), career tabloids, and other career information resources must be incorporated into the career development process. Schools should make provisions to include adequate access to CIDS and other career information resources. In addition to using information to meet career development needs, local jurisdictions should also use information to support program planning. State occupational information systems that include substate data and products produced by the State LMI unit can support some of these planning needs.

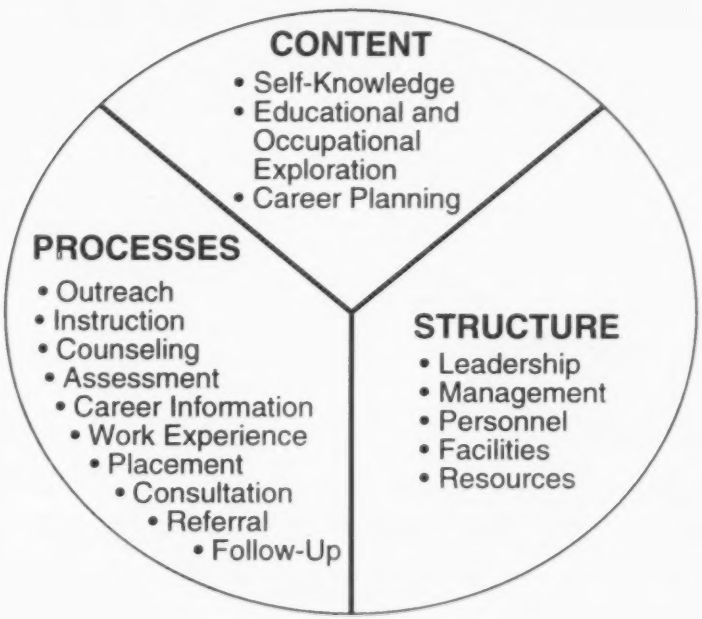
HOW DO WE DESIGN A COMPREHENSIVE CAREER GUIDANCE AND COUNSELING PROGRAM?

The publication *Here Is What We Must Do at School to Get Our Students Ready for Work -- Blueprint for a School-to-Work System* (U.S. Ed, OVAE, 1992) describes the importance of continuous student exposure to guidance and counseling when it sets forth 16 critical elements of an effective school-to-work system. Seven of those elements are the essence of a comprehensive and effective guidance and counseling program:

- Active participation of local employers in career guidance, credentialing, and placement preparation.
- All school counselors be trained and qualified.
- At every grade level, curriculum must apply subject matter to the world of work.
- A career resource center with up-to-date information on wide-ranging career opportunities.
- Proper and frequent use of vocational interest and aptitude tests.
- A commitment and delivery to encourage all students to develop personal career plans.
- Job placement services which connect students with part-time, summer, or full-time job opportunities.

The National Career Development Guidelines (NCDG) initiative provides a nationally validated method for designing a comprehensive career guidance and counseling program. The major features of such a program emphasize program content, process, and structure. The Guidelines form the career development framework which is supported by curricula, documentation, information, training, and counseling -- all integrated into a comprehensive program. The Resources section of this guide lists materials and training that complement the Guidelines framework.

Career Guidance and Counseling Program Model



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- **Content:** The content of the program is defined by the standards, state and/or local, organized around three broad areas: self-knowledge, educational and occupational exploration, and career planning. Many states have developed curriculum keyed to the National Career Development Guidelines. The NCDG handbooks expand on content according to the level. (See Resources.)

- **Processes** are the strategies which actually deliver the program content. They include:

  1. Outreach: Offers information to students about career guidance and counseling services available from the school.

  2. Instruction: Includes group activities, career-related instruction, and peer support groups that help students acquire knowledge, skills, and abilities outlined in the career guidance and counseling competencies. It is most effective if career-related instruction is integrated into academic education.

  3. Counseling: Focuses on interaction between a student or a small group and a professional counselor. It helps students explore personal issues related to career development, examines how to apply acquired information and skills to their personal plans, and determines individualized career plans.

  4. Assessment: Involves the administration and interpretation of a variety of formal and informal measures and techniques to help students gain an understanding of their individual skills, abilities, interests, achievements, prior learning experiences, and needs. The *Get a Life* career development portfolio uses the National Career Development Guidelines as competencies by which middle and high school students may measure themselves against nationally validated criteria. It also provides an opportunity for schools to assess their programs to ensure that they are providing students with opportunities to acquire the competencies. (See Resources, p. 12.)

  5. Career Information: Includes a variety of resources, such as computer-based career information delivery systems, available in most states; print and media materials such as career tabloids, videos, etc.; and simulated activities. All sources should provide current, unbiased information about occupations, educational programs, and employment opportunities. (See Resources, p. 13.)

  6. Work Experience: Facilitates opportunities for students in actual work settings to test career decisions and develop effective work abilities and behaviors.

  7. Placement: Organizes resources and offers assistance so that students can make successful transitions from the program to employment or further education and training.

  8. Consultation: Expands career guidance and counseling resources for students by providing expertise and information to staff, administrators, teachers, employers, parents, and others.

  9. Referral: Encourages contact and cooperation with outside organizations as they offer additional services needed by students.

  10. Follow-Up: Establishes and maintains long-term contact with students who have made transitions to determine the effectiveness of their career-related decisions.

- **Structure**: A strong organizational structure enables successful delivery of the program processes. The framework supports the program's activities and includes:

  1. Leadership: A counselor or career development specialist who is supported by a staff team dedicated to improving career development opportunities for students.

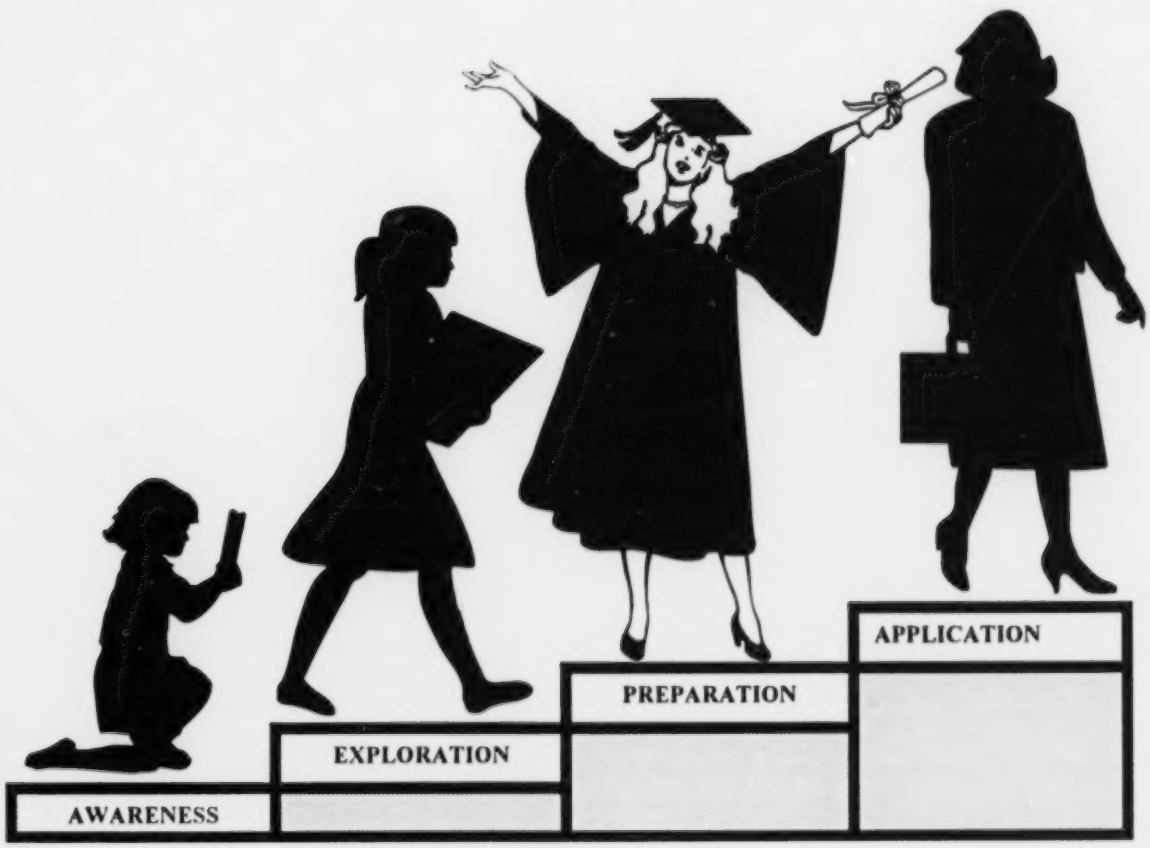
  2. Management: Top level staff organizing program planning, clarifying staff roles and responsibilities, securing resources, monitoring program delivery, and revising the program.

  3. Personnel: Other staff, community resource persons, paraprofessionals, and volunteers who can help serve the wide range of career development needs through direct involvement or linkages with other organizations.

4. Facilities: Adequate space, materials, and equipment which ensure the delivery of career guidance and counseling services.

5. Resources: The funds required to purchase materials, equipment, and other items needed to implement a career guidance and counseling program.

See **Appendix B** for a detailed action plan for local development of a career guidance program.



The Career Development Continuum

WHAT ARE SOME BEST PRACTICES AT EACH LEVEL?

Comprehensive career development programs are usually implemented in ways that are developmentally appropriate and thus will vary from level to level. Suggested methods of delivery at each level are:

1. **Elementary**: (*Awareness Level*) Career development at the elementary level includes helping students understand the role of work, one's own uniqueness, and basic knowledge about different occupations.

   The school counselor and classroom teacher work together to plan how career development activities and career education can be infused into the ongoing educational program. This is an opportune time to introduce the concept of school as work and students as workers. Work values developed early in school are the foundation that the student will carry to the workplace. Elementary students become aware of community workers. Parent career days or class visitors can expand the child's understanding of the world of work. Visits to community sites as well as local businesses broaden the child's perspective of work.

   There are numerous curricula available for the elementary grades as well as career information delivery systems specifically designed for the younger child. The counselor usually acts as a career resource to the elementary teacher but also may provide special classroom sessions, often in the area of self-knowledge. Since career and self-awareness are integrated into the regular classroom educational program, very little time needs to be added to the schedule except to incorporate special events such as field trips or class visitors.

2. **Middle/Jr. High**: (*Exploration Level*) The emphasis at the middle level is on the refinement of knowledge and awareness to the actual experience of simulated work tasks. It is a time to discover abilities and interests and to formulate career and educational plans.

   A true middle-level structure provides many opportunities to integrate career development. Team teaching allows a group of teachers to work together in infusing career information into the regular educational program. The school counselor may serve as a resource for the team or to provide special instruction when needed. Middle schools and junior high schools sometimes organize around advisor/advisee programs. This offers a unique opportunity for career education and providing guidance and information for small groups of students. School counselors are often coordinators of such efforts. In a school with a traditional class structure, school counselors sometimes provide guidance classes which promote career development. Junior highs may have applied arts curriculum such as industrial arts (applied technology), home economics (family life education) and computer literacy classes which offer ideal opportunities for integrated career education. Libraries and/or career centers may have special, middle-level computerized career information delivery systems (CIDS) for student use. As in the elementary, many career development activities can be integrated into existing classroom curriculum, thus bringing relevance to academics. Visits to job sites can bring reality to the world of work and emphasize the importance of strong academic and vocational skill development. Students should also have the opportunity to visit the local or regional vocational programs before making educational choices for high school. Whatever the chosen strategy, the middle years should be a time of expansion of opportunities through exploration activities.

3. **High Schools**: (*Preparation Level*) The early high school grades can be devoted to further exploration of career choices. For those who choose to become involved in a school-to-work opportunity, the junior and senior years should be a time for specific preparation, including the development of occupationally specific skills, the application of academic theory in real situations, and the mastery of the workplace basics.

   The greatest challenge and the greatest need for career development programs occur at the high school level. The challenge is finding time in the busy student schedule to implement career development activities in groups. The need is that career pathways dictate certain educational selections that require guided reflection and decision-making. Informed educational decisions cannot be made without appropriate continuing career development activities. One method of access is through existing classes. Teachers may not only promote careers relevant to their discipline but also incorporate career development activities of general value, e.g., researching a career in English class. Sometimes teachers, in collaboration with school counselors, actually provide mini-units within classes. In some states, careers classes are scheduled and mandated for all students. Advisor/advisee programs also offer an ideal opportunity for implementing a career education curriculum. However, advisors need to be trained and provided with appropriate information if they are to be effective. At the high school level, information provided to groups must be supplemented with individual planning sessions with the school counselor, which is the essence of school counseling: assisting students in setting and working toward personal/social, educational,

and career goals. Computerized CIDS, appropriate for high school students can help to sort the voluminous amount of educational, occupational, and career information available. Career resource centers offering career development tools are found in most high schools. Job shadowing and real work experience are often parts of the experiential career development process.

School-to-work transition programs require continued career development as students connect work-based learning with school-based learning. Employability skills, job finding, and job keeping skills are all part of the competencies which students must master as they consider their future role in the world of work. Resume writing, interviewing, skills analysis, team problem solving are but a few of the abilities that young people need to take to the workplace. Job shadows and industry visits can further connect the school to future employment. High schools must accept responsibility for assuring that every student has the opportunity to be prepared to achieve economic success.

4. **Postsecondary**. (*Application Level*) Further training and preparation for future work is finely honed at the postsecondary level.

Student development professionals in community colleges, four-year colleges, and universities assist adults of all ages in career planning and decision making. In career centers or counseling offices, career faculty and staff offer a broad spectrum of programs and services to diverse populations. To help students/clients choose/change a major and/or identify potential occupations, colleges provide assessment of interests, aptitudes, values, and work styles. Career Development Centers furnish career and transfer information in multimedia with career libraries providing materials about colleges, graduate and professional schools as well as a full array of occupational data. Colleges provide career development classes, and individual or group counseling sessions to assist special populations, including new high school graduates. Many colleges provide cooperative education, internships, and other types of work experience to support career clarification and implementation.

Colleges sponsor career, job, and transfer fairs and programs which promote relationships with area employers and other colleges and graduate schools. College career professionals often rely on alumni to serve as career contacts and mentors and also provide career services to alumni. Career centers maintain job listings and assist in job placement for graduates. To support job search activities, career personnel offer workshops on resume writing, interviewing, and portfolio development. College career professionals promote the belief that career development is a lifelong process.

Community and technical colleges have a special role in the school-to-work transition programs. It is imperative that they work with high schools to assure a smooth transition into specialized training. Articulation agreements with specific high school and postsecondary course sequences can maximize the educational experience for the student.

WHAT ARE ISSUES TO CONSIDER IN PLANNING?

Personnel

- *School-Based Learning*: Career exploration and counseling are considered a Core Program Component of the School-to-Work Opportunities Act (STWOA). Career guidance, as defined earlier, should be integrated into the educational program involving not only counselors but also teachers, parents, paraprofessionals, community members, and others who can help guide students with information and knowledge essential to refining career goals. Career counseling is the communication between a counseling professional and a student which helps students make informed career decisions. This counseling by a professional is essential if students are to choose career majors no later than the 11th grade.

- *Work-Based Learning*: To coordinate work experience with learning at school, workplace mentors and instructors, specifically assigned to that task, must be in place.

- *Connecting Activities*: Assigning someone specifically to this activity will strongly enhance the chances of success for the entire program. Connecting learning at school and on the job involves the following:

  - ✔ matching students with employers
  - ✔ serving as a liaison among students, employers, schools, teachers, and parents
  - ✔ training teachers, workplace mentors, school-site mentors, and counselors
  - ✔ providing assistance to schools and employers to integrate school-based and work-based learning and academic and vocational learning
  - ✔ helping to place graduates in jobs or further education and training
  - ✔ linking the participants with other community services to ensure a successful transition
  - ✔ collecting information on students' progress after graduation
  - ✔ linking school-to-work programs with strategies for upgrading the skills of existing workers

  In schools where comprehensive competency-based career development programs exist, counselors provide connecting activities through management of career centers and career center staff. In schools where such programs do not exist, the coordinating position for the connecting activities could also be filled by someone with career guidance training and administrative skills.

Training

The STWOA recognizes the importance of training those who will be implementing the programs. Since this is a new educational strategy, it is important that educators, employers, workplace mentors, parents, and students all speak the same language and understand the expectations of each. Training is the key to this communication.

- *School-Based Personnel*: Although school counselors may have had preservice training in career development, many will be functioning in new ways that may require additional training in order to be most effective. Counselors may be the coordinators of the career development programs, but all educators must assume responsibility for career guidance as part of the educational process. This will require awareness training for the entire faculty so that they can see the relevance of their school-based teaching to the work-based learning of the students.

- *Work-Based Personnel*: The employer who signs the agreement will probably not be the worker who will be given the responsibility to mentor and instruct the student. Clear expectations and sufficient training of the first-line workplace instructor will be essential if skill development is to have meaning in relation to school. Mentors will need not only competence in vocational skills but also interpersonal skills and teaching strategies.

- *Connecting Activities*: Coordinators of school-based and work-based learning will have to be knowledgeable of community resources, labor market, and school operations. They will also need competence in negotiation, team-building, leadership and administrative skills. Persons chosen for this important position should seek training in areas less familiar to them.

Selected Resources, Products and Training and How They Relate to Career Development Needs

The resources listed in this section have been designed to fit together to form a complete career development package. All are keyed to the umbrella of the National Career Development Guidelines, the framework for the design and implementation of a comprehensive career development program.

Career Development Resources

Resources and Products

1. **National Career Development Guidelines:** These guidelines are designed to strengthen and improve career development programs at all levels and in a wide range of settings. This comprehensive, competency-based approach to career development serves as a blueprint for states, educational institutions, and other organizations to use in developing effective career guidance programs. The following handbooks have been developed to aid in this effort:

   1. Trainer's Manual
   2. State Resource Handbook
   3. Local Handbooks: Elementary, Middle/Junior High Schools, High Schools, Postsecondary Institutions, and Community and Business Organizations

   Handbooks @$8.00; VHS Videotape *A Focus for Action* @$6.00
   Order from: NOICC Training and Support Center (NTSC)
   1500 West Seventh Avenue
   Stillwater, OK 74074-4364
   Call (800) 654-4502 for ordering information.

2. **Get a Life, A Personal Planning Portfolio:** This new career development initiative provides an organizational tool to document a student's career development culminating in an individualized career and educational plan. It also furnishes documentation of accountability in the area of career development for the school.

   The School-to-Work Transition Planner is a concrete, sequential career decision-making program designed for students in grades 11-14 who are in school-to-work programs.

   Facilitator's Packet (materials sufficient for one school or district coordinator) containing one copy of portfolio, one Facilitator's Manual (131 pages), one Facilitator's Guide, one introductory videotape (12 minutes), an IBM computerized version, and a Macintosh Programming Guide for $48. The school-to-work version also has a facilitator's packet for $48. Portfolios are sold in packages of 25, 50, and 100. A package of 100 is $185. Discounts for large orders. To order, call ASCA distributor at (800) 401-2402.

3. **Career Information Delivery Systems (CIDS):** These computer-based systems provide information about occupations and educational programs within a state. CIDS, available in most states, are an important resource in career and employment counseling, job placement, educational planning, and vocational and career education programs. They also are used by individuals exploring career options and opportunities. CIDS systems are a basic school counseling resource used in more than 13,000 schools nationally, at all grade levels, to describe the most common careers and how to prepare for them. Career information is also available in other forms such as state produced tabloids, videos, and curriculum. Job search information may be part of the CIDS or may be available through existing agencies.

   As noted earlier in this *Guide*, CIDS should be available in all schools as part of this effort. They provide the most flexible access to information and are the source of the most comprehensive set of national, state, and local career information. For information concerning the use of CIDS in your state, contact your SOICC.

4. **Occupational Information Systems (OIS):** Computerized databases of occupational and labor market information help states meet the occupational information needs of vocational education, economic development and employment and training program planners and managers. Each State Occupational Information Coordinating Committee (SOICC) develops and implements its own OIS program, with financial and technical support from NOICC.

   NOICC is in the process of redesigning the occupational information system to include an Occupational and Labor Market Information Database (OLMID) that brings together national, state, and local labor market and education data. This database can be used to update some of the data files in career information delivery systems and other career information resources more efficiently. The new occupational information system will also help local education planners and administrators by offering three methods of accessing reports, including several structured planning processes, commonly asked questions, and direct and structured searches. The planning option, for example, will guide the user through a series of steps that will help in specific planning tasks such as targeting occupations for training, targeting industries, evaluating existing training programs, and reviewing a suggested occupation or industry.

5. **The Life Work Portfolio:** This portfolio provides a process for adults to assess their career development, record their experiences in work and community activities, and reflect on important areas of life development as they consider their next career moves. Available in fall 1995.

6. **The ASVAB Career Exploration Program:** This comprehensive, integrated program can be used as a foundation for more extensive career counseling of secondary and postsecondary school students. The program uses measured aptitude and interest information, along with self-reported personal preference data, to help students identify occupations that have comparable characteristics. Counselor and student materials are available, as is an automated career exploration system. Call (404) 655-0400 for information.

Training and Professional Development

1. **Career Development Training Institute (CDTI):** CDTI is a program established by NOICC to design career development training programs for states to use to train personnel who help students and adults acquire career planning skills and make career decisions. This "Institute Without Walls" will play a major role in helping states to build comprehensive career development programs. The CDTI has already held a summer institute for counselor educators and a national teleconference on career development programs to meet the needs of school-to-work transition initiatives.

   Trainer's Manual: *Career Counseling for Change: Helping Students Transition from School-to-Work:* This manual was used to train facilitators for workshops accompanying the national teleconference telecast on March 10, 1994. It is a complete guide for program development.

   For ordering information, contact CDTI, Center on Education and Work, (608) 263-2704.

2. **Improved Career Decision Making Program (ICDM):** A NOICC-sponsored training program, ICDM is designed to help counselors and advisors increase their knowledge and use of labor market information in career counseling. The program targets practicing counselors, graduate counseling students, and others involved in career planning and development activities, including career technicians and employment and training specialists. Contact your SOICC for information about ICDM training in your state.

3. **The Employee Career Development Program (ECD):** This training program is for counselors, advisors, and human resource professionals who assist adult workers in career transition. Through ECD workshops, counselors and advisors in public agencies, educational institutions, and business and industry learn to implement career development programs that will help adult workers who are facing job or career changes.

   ECD Publications may be ordered from NTSC (see address on page 12) or by calling 1-800-654-4502 and asking for the ECD Reference Guide (#NC1010) or the ECD Program Guide (#NC1009). Cost: $12.50/book + 10% shipping fee.

4. **Workforce in Transition (WIT): A Blueprint for Adult Career Development and Job Search Training:** This publication is a blueprint of basic principles and suggested processes that professional and paraprofessionals who deliver services in career development, job search readiness and placement can use to build a program in their own style and to serve a diverse clientele.

   The WIT publication may be ordered from NTSC (see address on page 12) or by calling 1-800-654-4502 and requesting order number NC9015. Cost: $10/book + 10% shipping fee.

5. **Career Development Facilitator Curriculum:** This 120-hour course in four modules will help paraprofessionals and others to enhance their career development skills. The program contains a course plan with supporting materials. Available in fall 1995.

Supporting Materials:

Brochures and reports: There are several brochures and reports available which may be helpful.

1. *A Community Guide for Building Career Counseling Programs*
   Building Your Child's Future Together (Parent Guide)
   Children Are Our Future: School Counseling 2000 (Counselors' role in National Education Goals)
   The School Counselor and School-to-Work Transition

   All of the above may be ordered through the American Counseling Association at (703) 823-9800 x217, the American School Counselor Association (same number, x388), or the National Career Development Association (same number, x309).

2. *What Work Requires of Schools: A SCANS Report for America 2000: Executive Summary*. This small booklet validates the importance of career guidance through the foundation and competencies listed.

   Order from: U.S. Government Printing Office
   732 North Capitol Street, NW
   Washington, DC 20401
   (202) 512-1800

3. *The School Counselor and Comprehensive Programs for Work-Bound Youth: Position Paper of the American Counseling Association* (ACA). Available through ACA, (703) 823-9800.

4. *From Pilot to Practice: Strengthening Career Development Programs* (NOICC, 1992). This informative book, a joint 1992 report of NOICC and U.S. Ed., OVAE, presents successful strategies for using the National Career Development Guidelines at the state and local levels. Available through the NOICC Training Support Center. (See address on page 12.)

5. For additional information concerning the wide variety of career guidance curricula and supporting materials available, contact Nancy Perry at NOICC, (202) 653-7680, or your SOICC Director. (See **Appendix C.**)

REFERENCES

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1979 *The Outcomes of Career Guidance: Some Current and Future Perspectives*. Paper presented at the American Educational Research Association Annual Meeting. San Francisco, CA.

Herr, Edwin L. and Cramer, Stanley H.
1992 *Career Guidance and Counseling Through the Lifespan*. Fourth Edition. New York: Harper Collins.

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Hoyt, Kenneth B. and Lester, Juliette N.
1995 *Learning to Work: The NCDA Gallup Survey*. Alexandria, VA: National Career Development Association.

Lester, Juliette N.
1994 *Significant Findings for Career Development From the 1993 National Survey of Working America*. Presentation at the National Career Development Association Conference, Albuquerque, NM, January 14, 1994.

National Occupational Information Coordinating Committee
1992 *The National Career Development Guidelines*. Washington, D.C.: National Occupational Information Coordinating Committee.

Super, Donald E.
1976 *Career Education and the Meaning of Work*, in Monographs on Career Education. Washington, D.C.: U.S. Department of Education, Office of Career Education.

U.S. Department of Education
1992 *Here Is What We Must Do at School to Get Our Students Ready For Work: Blueprint for a School-to-Work System*. Washington, D.C.: U.S. Department of Education, Office of Vocational and Adult Education.

U.S. Department of Labor
1993 *Finding One's Way: Career Guidance for Disadvantaged Youth*. Washington, D.C.: U.S. Department of Labor, Employment and Training Administration.

U.S. General Accounting Office
1993 *Transition From School to Work: H.R. 2884 Addresses Components of Comprehensive Strategy*. HRD-93-32 Testimony Before the Committee on Education and Labor, House of Representatives. Washington, D.C.: U.S. General Accounting Office.

Organizations That May Be Helpful To You

1. American Association of School Administrators
   Oneida County BOCES
   Box 70
   Middle Settment Road
   New Hartford, NY 13413-0070
   (315) 793-8560
   Contact: James Carter

2. American Counseling Association
   5999 Stevenson Ave.
   Alexandria, VA 22304
   (703) 823-9800 x288
   Contact: Carol Neiman

3. American School Counselor Association
   801 North Fairfax, Suite 310
   Alexandria, VA 22314
   (800) 306-4722
   Contact: Fletcher Hall

4. American Vocational Association
   Guidance Division
   1410 King Street
   Alexandria, VA 22314
   (800) 826-9972
   Contact: Dr. Pat Schwallie-Giddis

5. Association of Computer-Based Systems for
   Career Information
   5999 Stevenson Ave.
   Alexandria, VA 22304-3300
   (703) 823-9800 x309
   Contact: Virginia Moore

6. Career Development Training Institute
   National Occupational Information Coordinating
   Committee
   2100 M Street, NW
   Suite 156
   Washington, DC 20037
   (202) 653-5665
   Contact: Nancy Perry

7. Council of Chief State School Officers
   1 Massachusetts Avenue, NW, Suite 700
   Washington, DC 20001
   (202) 408-5505
   Contact: Glenda Partee

8. International Association of Personnel in
   Employment Security
   1801 Louisville Road
   Frankfort, KY 40601
   (800) 662-2255 (enter 895 after tone)
   Contact: Michael R. Stone, Executive Director

9. National Career Development Association
   5999 Stevenson Ave.
   Alexandria, VA 22304
   (703) 823-9800 x309
   Contact: Dr. Julie Miller, Executive Director

10. National Governors Association
    444 North Capitol Street, NW, Suite 267
    Washington, DC 20001
    (202) 624-5427
    Contact: David Brown

11. National Association of State Directors of
    Vocational Technical Education Consortium
    444 North Capitol St., NW, Suite 830
    Washington, DC 20001
    (202) 737-0303
    Contact: Madeleine B. Hemmings, Director

12. Partnership for Training and Employment Careers
    1620 Eye Street, NW
    Washington, DC 200006
    (202) 887-6120
    Contact: Eileen McIntire

APPENDIX A – AUTHORITY: SCHOOL-TO-WORK OPPORTUNITIES ACT OF 1994

NOTE: The School-to-Work Opportunities Act of 1994 was signed by President Clinton on May 4, 1994. Selected text relative to career development are noted here.

Definitions (Section 4)

(4) **Career Guidance & Counseling.** The term "career guidance and counseling" means programs
(A)that pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision-making, placement skills, and knowledge and understanding of local, State, and national occupational, educational, and labor market needs, trends, and opportunities;
(B)that assist individuals in making and implementing informed educational and occupational choices; and
(C)that aid students to develop career options with attention to surmounting gender, race, ethnic, disability, language, or socioeconomic impediments to career options and encouraging careers in nontraditional employment.

(5) **Career Major.** The term "career major" means a coherent sequence of courses or field of study that prepares a student for a first job and that
(A)integrates academic and occupational learning, integrates school-based and work-based learning, establishes linkages between secondary and postsecondary educational institutions;
(B)prepares the student for employment in a broad occupational cluster or industry sector;
(C)typically includes at least 2 years of secondary education and 1 or 2 years of postsecondary education;
(E)results in the award of (i) a high school diploma or its equivalent, such as (I) a general equivalency diploma; or (II) an alternative diploma or certificate for students with disabilities for whom such alternative diploma or certificate is appropriate, (ii) a certificate or diploma recognizing successful completion of 1 or 2 years of postsecondary education (if appropriate); and (iii) a skill certificate; and
(F)may lead to further education and training, such as entry into a registered apprenticeship program, or may lead to admission to a 2 or 4 year college or university.

(18) **School Site Mentor.** The term "school site mentor" means a professional employed at a school who is designated as the advocate for a particular student, and who works in consultation with classroom teachers, counselors, related services personnel, and the employer of the student to design and monitor the progress of the School-to-Work Opportunities program of the student.

(25) **Workplace Mentor.** The term "workplace mentor" means an employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with classroom teachers and the employer of the student.

TITLE I
School-Based Learning Component (Section 102) The school-based learning component of a School-to-Work Opportunities program shall include

(1) career awareness and career exploration and counseling (beginning at the earliest possible age, but not later than the 7th grade) in order to help students who may be interested to identify, and select or reconsider, their interests, goals, and career majors, including those options that may not be traditional for their gender, race, or ethnicity;

(2) initial selection by interested students of a career major not later than the beginning of the 11th grade;

(6) procedures to facilitate the entry of students participating in a School-to-Work Opportunities program into additional training or postsecondary education programs, as well as to facilitate the transfer of the students between education and training programs.

Sec. 103. Work-Based Learning Component. The work-based learning component of a School-to-Work Opportunities program shall include

(2) a planned program of job training and work experiences (including training related to preemployment and employment skills to be mastered at progressively higher levels) that are coordinated with learning in the school-based learning component described in section 102 and are relevant to the career majors of students and lead to the award of skill certificates;

(3) workplace mentoring;

Sec. 104. Connecting Activities Component. The connecting activities component of a School-to-Work Opportunities program shall include

(3) providing technical assistance and services to employers, including small- and medium-sized businesses, and other parties in (A) designing school-based learning components described in Section 102, work-based learning components described in Section 103, and counseling and case management services; and (B) training teachers, workplace mentors, school site mentors, and counselors;

(6) (A)providing assistance to participants who have completed the program in finding an appropriate job, continuing their education, or entering into an additional training program; and (B) linking the participants with other community services that may be necessary to assure a successful transition from school-to-work;

Title II: School-to-Work Opportunities System Development and Implementation Grants to States:

Subtitle A: State Development Grants. Section 205. Use of Amounts.

(7) supporting local planning and development activities to provide guidance, training and technical assistance for teachers, employers, mentors, counselors, administrators, and others in the development of School-to-Work Opportunities programs;

(9) developing a training and technical support system for teachers, employers, mentors, counselors, related services personnel and others that includes specialized training and technical support for the counseling and training of women, minorities, and individuals with disabilities for high-skill, high-wage careers in nontraditional employment;

(13) developing a system for labor market analysis and strategic planning for local targeting of industry sectors or broad occupational clusters that can provide students with placements in high-skill workplaces;

(17) coordinating recruitment of out-of-school, at-risk, and disadvantaged youths with those organizations and institutions that have a successful history of working with such youths;

Subtitle B: State Implementation Grants. (d) State Plan. A State plan referred to in subsection (b)(1) shall

(7) describe the strategy of the State for providing training for teachers, employers, mentors, counselors, related services personnel and others, including specialized training and technical support for the counseling and training for women, minorities, and individuals with disabilities for high-skill, high-wage careers in nontraditional employment, and provide assurances of coordination with similar training and technical support under other provisions of law;

(8) describe how the State will adopt, develop, or assist local partnerships to adopt or develop model curricula and innovative instructional methodologies, to be used in the secondary, and where possible, the elementary grades, that integrate academic and vocational learning and promote career awareness...

(9) describe how the State will expand and improve career and academic counseling in the elementary and secondary grades, which may include linkages to career counseling and labor market information services outside of the school system;

APPENDIX B – AN ACTION PLAN: DEVELOPING A COMPREHENSIVE DEVELOPMENTAL CAREER GUIDANCE PROGRAM THAT MEETS THE NEEDS OF SCHOOL-TO-WORK TRANSITION INITIATIVES (BASED ON *NATIONAL CAREER DEVELOPMENT GUIDELINES*)

UNDERSTANDING	Step 1 Planning to Plan	Understand why change is taking place and its impact on the community	
		Learn about school-to-work transition programs	
PLANNING	Step 2 Identify Staff Coordinator	Establish scope of position	
		Define responsibilities	
	Step 3 Establish Steering Committee	Determine participants	
		Coordinate with the school-to-work program committees	
	Step 4 Form Other Committees	Advisory committee	
		Sub-committees	
		Liaison to school-to-work program committee	
	Step 5 Conduct Needs Assessment	Review current data	Collect data
		Design instrument	Analyze data
		Identify respondents	Report results
		Administer needs assessment	
	Step 6 Establish Program Standards	Adopt mission	
		Develop competencies and indicators	
	Step 7 Plan for Evaluation		
DEVELOPING	Step 8 Create Program Design	Review current program	
		Design improved program	
		Design evaluation	
IMPLEMENTATION	Step 9 Coordination	Involve committees and subcommittees to explain new program to parents, teachers, students, and business	
		Hold public informational meetings	
		Conduct staff development and training	
		Carry out program activities	
		Monitor program implementation	
	Step 10 Evaluation	Evaluate program (i.e., monitor student achievement, determine program effectiveness, identify strengths and weaknesses)	
		Revise program to address deficiencies of program	

APPENDIX C – STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE ADDRESSES AND TELEPHONE NUMBERS

ALABAMA
Dr. Mary Louise Simms, Director
Alabama OICC
Alabama Center for Commerce—Room 424
401 Adams Avenue—Post Office Box 5690
Montgomery, AL 36103-5690
(334) 242-2990 *(334) 242-5515*

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Alaska Department of Labor
Research and Analysis Section
Post Office Box 25501
Juneau, AK 99802
(907) 465-4518 *(907) 465-2101*

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American Samoa OICC and Research
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American Samoa Government
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(684) 633-4485

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Arizona State OICC
Post Office Box 6123, Site Code 897J
1789 West Jefferson St., 1st Floor North
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(602) 542-3871 *(602) 542-6474*

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Connecticut Department of Education
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Office of Occupational and LMI/DOL
University Office Plaza
Post Office Box 9029
Newark, DE 19714-9029
(302) 368-6963 *(302) 368-6593*

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Ms. Etta Williams, Executive Director
District of Columbia OICC
Department of Employment Services
500 C Street, NW, Room 215
Washington, D.C. 20001
(202) 724-7237 *(202) 724-7236*

FLORIDA
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Bureau of LMI/DOL and ES
Suite 200, Hartman Building
2012 Capitol Circle, SE
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(904) 488-1048 *(904) 488-2558*

Numbers in *ITALICS* are fax numbers

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(404) 656-9639 *(404) 657-5965*

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OFFICE OF VOCATIONAL AND ADULT EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
INFORMATION RESOURCE CENTER

CAREER GUIDANCE AND COUNSELING PROGRAMS

WHAT IS A CAREER GUIDANCE AND COUNSELING PROGRAM?

It is a comprehensive, developmental program designed to assist individuals in making and implementing informed educational and occupational choices. It develops individual's competencies in self-knowledge, educational and occupational exploration, and career planning.

WHY IS CAREER GUIDANCE AND COUNSELING KEY TO THE DELIVERY OF VOCATIONAL-TECHNICAL EDUCATION?

Because career guidance and counseling programs help individuals acquire the knowledge, skills, and experience necessary to identify options, explore alternatives and succeed in society. It better prepares individuals for the changing workplace of the 21st century by:

- teaching labor market changes and complexity of the workplace
- increasing self-esteem and motivation
- improving employment marketability and opportunities
- broadening knowledge, skills, and abilities
- improving decision making skills
- building interpersonal effectiveness
- maximizing career opportunities
- promoting effective job placement
- strengthening employer relations

WHO BENEFITS FROM CAREER GUIDANCE AND COUNSELING PROGRAMS?

Everyone - youth and adults, male and female, disabled, disadvantaged, minorities, limited English proficient, incarcerated dropouts, single parents, displaced homemakers, teachers, administrators, parents, and employers.

WHERE ARE CAREER GUIDANCE AND COUNSELING PROGRAMS OFFERED?

Everywhere - elementary, junior and senior high schools, community colleges, technical institutes, universities, career resource centers, correctional facilities, community based organizations, human services agencies, community and business organizations, skill clinics, employment and placement services.

WHERE IS CAREER GUIDANCE AND COUNSELING WORKING?

During 1992-93 two programs were selected as exemplary:
1) Canton Public Schools in Canton, Mississippi and 2) Anne Arundel County Public Schools in Annapolis, Maryland. Those States implementing the National Career Development Guidelines have many success stories.

WHAT ARE THE KEY COMPONENTS OF SUCCESSFUL CAREER GUIDANCE AND COUNSELING PROGRAMS?

- A planned sequence of activities and experience to achieve specific competencies such as self-appraisal, decision making, goal setting, career planning
- Accountability (outcome oriented) and program improvement (based on results of process/outcome evaluations)
- Qualified leadership
- Effective management needed to support comprehensive career guidance programs
- A team approach where certified counselors are central to the program
- Adequate facilities, materials and resources
- Strong professional development activities so counselors can regularly update their professional knowledge and skills
- Different approaches to deliver the program such as outreach, assessment, counseling, curriculum, program and job placement, follow-up, consultation, referral

WHAT DOES THE PERKINS ACT HIGHLIGHT ABOUT CAREER GUIDANCE AND COUNSELING PROGRAMS?

- Ensures qualified leadership & supervision
- Continues expenditures for program support
- Ensures program quality & effectiveness
- Requires career development activities for special populations
- Promotes counselor training & retraining
- Encourages elimination of sex bias & stereotyping
- Facilitates school-to-work programs
- Strengthens tech prep programs through recruitment, retention & replacement

WHAT ARE SOME OPPORTUNITIES FOR CAREER GUIDANCE COUNSELORS UNDER THE PERKINS ACT?

Counselors have opportunities to participate in an education and training system which integrates academic and vocational education, to encourage individuals' greater participation in further education by articulating secondary and post secondary education, to renew their commitment to serving the most at-risk or disadvantaged of our society, to promote program outcomes and performance measures, and to respond to business and economic development

FOR INFORMATION:

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